Catholic Church finance those in religious seminaries—who have taken a vow of poverty and are not expected to have personal resources.

Graduate work in theology beyond that required for ordination is also offered at a number of American Catholic universities or at ecclesiastical universities around the world, particularly in Rome. Also, many priests do graduate work in fields unrelated to theology. Priests are encouraged by the Catholic Church to continue their studies, at least informally, after ordination. In recent years, the Church has stressed continuing education for ordained priests in the social sciences, such as sociology and psychology.

A newly ordained diocesan priest usually works as an assistant pastor. Newly ordained priests of religious orders are assigned to the specialized duties for which they have been trained. Depending on the talents, interests, and experience of the individual, many opportunities for additional responsibility exist within the Church.

Job Outlook

The shortage of Roman Catholic priests is expected to continue, resulting in a very favorable job outlook through the year 2008. Many priests will be needed in the years ahead to provide for the spiritual, educational, and social needs of the increasing number of Catholics. In recent years, the number of ordained priests has been insufficient to fill the needs of newly established parishes and other Catholic institutions and to replace priests who retire, die, or leave the priesthood. This situation is likely to continue, as seminary enrollments remain below the levels needed to overcome the current shortfall of priests.

In response to the shortage of priests, permanent deacons and teams of clergy and laity increasingly are performing certain traditional functions within the Catholic Church. The number of ordained deacons has increased five-fold over the past 20 years, and this trend should continue. Throughout most of the country, permanent deacons have been ordained to preach and perform liturgical functions, such as baptisms, marriages, and funerals, and to provide service to the community. Deacons are not authorized to celebrate Mass, nor are they allowed to administer the Sacraments of Reconciliation and the Anointing of the Sick. Teams of clergy and laity undertake some liturgical and nonliturgical functions, such as hospital visits and religious teaching.

Earnings

Diocesan priests' salaries vary from diocese to diocese. According to the National Federation of Priests' Council, low-end cash only salaries averaged $12,936 per year in 1998; high-end salaries averaged $15,483 per year. Average salaries, including in-kind earnings, were $30,713 per year in 1998. In addition to a salary, diocesan priests receive a package of benefits that may include a car allowance, room and board in the parish rectory, health insurance, and a retirement plan.

Diocesan priests who do special work related to the church, such as teaching, usually receive a salary which is less than a lay person in the same position would receive. The difference between the usual salary for these jobs and the salary that the priest receives is called "contributed service." In some situations, housing and related expenses may be provided; in other cases, the priest must make his own arrangements. Some priests doing special work receive the same compensation that a lay person would receive.

Religious priests take a vow of poverty and are supported by their religious order. Any personal earnings are given to the order. Their vow of poverty is recognized by the Internal Revenue Service, which exempts them from paying Federal income tax.

Sources of Additional Information

Young men interested in entering the priesthood should seek the guidance and counsel of their parish priests and diocesan vocational office. For information regarding the different religious orders and the diocesan priesthood, as well as a list of the seminaries that prepare students for the priesthood, contact the diocesan director of vocations through the office of the local pastor or bishop.

Individuals seeking additional information about careers in the Catholic Ministry should contact their local diocese.

For information on training programs for the Catholic ministry, contact:

☛ Center for Applied Research in the Apostolate (CARA), Georgetown University, Washington, DC 20057.

Teachers and Instructors, Counselors, and Library Occupations

Adult and Vocational Education Teachers

(O*NET 31314 and 31317)

Significant Points

- More than one-third works part time; many also hold other jobs—often involving work related to the subject they teach.
- Practical experience is often all that is needed to teach vocational courses, but a graduate degree may be required to teach nonvocational courses.
- Opportunities should be best for part-time positions.

Nature of the Work

Adult and vocational education teachers work in four main areas—adult vocational-technical education, adult remedial education, adult continuing education, and prebaccalaureate training. *Adult vocational-technical education teachers* provide instruction for occupations that do not require a college degree, such as welder, dental hygienist, x-ray technician, auto mechanic, and cosmetologist. Other instructors help people update their job skills or adapt to technological advances. For example, an *adult education teacher* may train students how to use new computer software programs. *Adult remedial education teachers* provide instruction in basic education courses for school dropouts or others who need to upgrade their skills to find a job. *Adult continuing education teachers* teach courses that students take for personal enrichment, such as cooking, dancing, writing, exercise and physical fitness, photography, and personal finance.

Adult and vocational education teachers may lecture in classrooms or work in an industry or laboratory setting to give students hands-on experience. Increasingly, adult vocational-technical education teachers integrate academic and vocational curriculums so students obtain a variety of skills that can be applied to the "real world." For example, an electronics student may be required to take courses in principles of mathematics and science in conjunction with hands-on electronics skills. Generally, teachers demonstrate techniques, have students apply them, and critique the students' work. For example, welding instructors show students various welding techniques, watch them use tools and equipment, and have them repeat procedures until they meet the specific standards required by the trade.

Increasingly, minimum standards of proficiency are being established for students in various vocational-technical fields. Adult

Some adult education teachers help people update their job skills or adapt to technological changes.

and vocational education teachers must be aware of new standards and develop lesson plans to ensure that students meet basic criteria. Also, adult and vocational education teachers and community colleges are assuming a greater role in students' transition from school to work by helping establish internships and providing information about prospective employers.

Businesses also are increasingly providing their employees with work-related training to keep up with changing technology. Training is often provided through contractors, professional associations, or community colleges.

Adult education teachers who instruct in adult basic education programs may work with students who do not speak English; teach adults reading, writing, and mathematics up to the 8th-grade level; or teach adults through the 12th-grade level in preparation for the General Educational Development tests (GED). The GED offers the equivalent of a high school diploma. These teachers may refer students for counseling or job placement. Because many people who need adult basic education are reluctant to seek it, teachers also may recruit participants.

Adult and vocational education teachers also prepare lessons and assignments, grade papers and do related paperwork, attend faculty and professional meetings, and stay abreast of developments in their field. (For information on vocational education teachers in secondary schools, see the *Handbook* statement on kindergarten, elementary, and secondary school teachers.)

Working Conditions

Since adult and vocational education teachers work with adult students, they do not encounter some of the behavioral or social problems sometimes found with younger students. The adults attend by choice, are highly motivated, and bring years of experience to the classroom—attributes that can make teaching these students rewarding and satisfying. However, teachers in adult basic education deal with students at different levels of development who may lack effective study skills and self-confidence, and who may require more attention and patience than other students.

More than 1 in 3 adult and vocational education teachers work part time. To accommodate students who may have job or family responsibilities, many institutions offer courses at night or on weekends, which range from 2- to 4-hour workshops and 1-day mini-sessions to semester-long courses. Some adult and vocational education teachers have several part-time teaching assignments or work a full-time job in addition to their part-time teaching job, leading to long hours and a hectic schedule.

Although most adult and vocational education teachers work in classroom settings, some are consultants to businesses and teach classes at job sites.

Employment

Adult and vocational education teachers held about 588,000 jobs in 1998. About one-fifth were self-employed.

A variety of establishments employed adult and vocational education teachers in 1998: public school systems; community and junior colleges; universities; businesses that provide formal education and training for their employees; schools and institutes that teach automotive repair, bartending, business, computer skills, electronics, medical technology, and other subjects; dance studios; job training centers; community organizations; labor unions; and religious organizations.

Training, Other Qualifications, and Advancement

Training requirements vary by State and by subject. In general, teachers need work or other experiences in their field, and a license or certificate in fields where these usually are required for full professional status. In some cases, particularly at educational institutions, a master's or doctoral degree is required to teach nonvocational courses which can be applied towards a 4-year degree program. Many vocational teachers in junior or community colleges do not have a master's or doctoral degree but draw on their work experience and knowledge, bringing practical experience to the classroom. For general adult education classes, an acceptable portfolio of work is required. For example, to secure a job teaching a photography course, an applicant would need to show examples of previous work.

Most States and the District of Columbia require adult basic education teachers and adult literacy instructors to have a bachelor's degree from an approved teacher training program, and some States require teacher certification.

Adult and vocational education teachers update their skills through continuing education to maintain certification—requirements vary among institutions. Teachers may take part in seminars, conferences, or graduate courses in adult education or training and development, or may return to work in business or industry for a limited time. Businesses are playing a growing role in adult education, forming consortiums with training institutions and junior colleges and providing input to curriculum development. Adult and vocational education teachers maintain an ongoing dialogue with businesses to determine the most current skills needed in the workplace.

Adult and vocational education teachers should communicate and relate well with students, enjoy working with them, and be able to motivate them. Adult basic education instructors, in particular, must be patient, understanding, and supportive to make students comfortable, develop trust, and help them better understand concepts.

Some teachers advance to administrative positions in departments of education, colleges and universities, and corporate training departments. These positions often require advanced degrees, such as a doctorate in adult and continuing education. (See the statement on education administrators elsewhere in the *Handbook*.)

Job Outlook

Employment of adult and vocational education teachers is expected to grow about as fast as the average for all occupations through 2008 as the demand for adult education programs continues to rise. Opportunities should be best for part-time positions, especially in fields such as computer technology, automotive mechanics, and medical technology, which offer attractive—and often higher-paying—job opportunities outside of teaching.

According to the National Center for Education Statistics, an estimated 4 out of 10 adults participated in some form of adult education in 1997. Participation in continuing education grows as the educational attainment of the population increases. To keep abreast of changes in their fields and advances in technology, an increasing number of adults are taking courses—often subsidized or funded entirely by employers—for career advancement or to upgrade their

skills. In addition, an increasing number of adults are participating in classes for personal enrichment and enjoyment. Enrollment in adult basic education and literacy programs is increasing because of changes in immigration policy that require basic competency in English and civics. And, more employers are demanding higher levels of basic academic skills—reading, writing, and arithmetic—which is increasing enrollment in remedial education and GED preparation classes.

Employment growth of adult vocational-technical education teachers will result from the need to train young adults for entry-level jobs. Experienced workers who want to switch fields or whose jobs have been eliminated due to changing technology or business reorganization also require training. Businesses are finding it essential to provide training to their workers to remain productive and globally competitive. Cooperation between businesses and educational institutions continues to increase to insure that students are taught the skills employers desire. This should result in greater demand for adult and vocational education teachers, particularly at community and junior colleges. Since adult education programs receive State and Federal funding, employment growth may be affected by government budgets.

Additional job openings for adult and vocational education teachers will stem from the need to replace persons who leave the occupation. Many teach part time and move into and out of the occupation for other jobs, family responsibilities, or retirement.

Earnings

Median annual earnings of adult education teachers were $24,800 in 1998. The middle 50 percent earned between $18,170 and $34,140. The lowest 10 percent earned less than $13,080 and the highest 10 percent earned more than $47,430. Median annual earnings in the industries employing the largest numbers of adult education teachers in 1997 were:

Elementary and secondary schools	$29,900
Colleges and universities	25,900
Schools and educational services, not elsewhere classified	24,600
Dance studios, schools, and halls	23,600
Individual and family services	19,400

Median annual earnings of vocational education teachers were $34,430 in 1998. The middle 50 percent earned between $24,890 and $45,230. The lowest 10 percent earned less than $18,010 and the highest 10 percent earned more than $63,850. Median annual earnings in the industries employing the largest numbers of vocational education teachers in 1997 were:

State government, except education and hospitals	$37,200
Elementary and secondary schools	37,000
Colleges and universities	34,800
Vocational schools	32,600
Schools and educational services, not elsewhere classified	24,700

Earnings varied widely by subject, academic credentials, experience, and region of the country. Part-time instructors usually are paid hourly wages and do not receive benefits or pay for preparation time outside of class.

Related Occupations

Adult and vocational education teaching requires a wide variety of skills and aptitudes, including the ability to influence, motivate, train, and teach; organizational, administrative, and communication skills; and creativity. Workers in other occupations that require these aptitudes include other teachers, counselors, school administrators, public relations specialists, employee development specialists, and social workers.

Sources of Additional Information

Information on adult basic education programs and teacher certification requirements is available from State departments of education and local school districts.

For information about adult vocational-technical education eaching positions, contact State departments of vocational-technical education.

For information on adult continuing education teaching positions, contact departments of local government, State adult education departments, schools, colleges and universities, religious organizations, and a wide range of businesses that provide formal training for their employees.

General information on adult and vocational education is available from:

☛ Association for Career and Technical Education, 1410 King St., Alexandria, VA 22314. Internet: **http://www.acteonline.org**

☛ ERIC Clearinghouse on Adult, Career, and Vocational Education, 1900 Kenny Rd., Columbus, OH 43210-1090. Internet: **http://www.ericacve.org**

Archivists, Curators, Museum Technicians, and Conservators

(O*NET 31511A, 31511B, 31511C, and 31511D)

Significant Points

- Employment usually requires graduate education and related work experience.
- Keen competition is expected because qualified applicants outnumber the most desirable job openings.

Nature of the Work

Archivists, curators, museum and archives technicians, and conservators search for, acquire, appraise, analyze, describe, arrange, catalogue, restore, preserve, exhibit, maintain, and store valuable items that can be used by researchers or for exhibitions, publications, broadcasting, and other educational programs. Depending on the occupation, these items include historical documents, audiovisual materials, institutional records, works of art, coins, stamps, minerals, clothing, maps, living and preserved plants and animals, buildings, computer records, or historic sites.

Archivists and curators plan and oversee the arrangement, cataloguing, and exhibition of collections and, along with technicians and conservators, maintain collections. Archivists and curators may coordinate educational and public outreach programs, such as tours, workshops, lectures, and classes, and may work with the boards of institutions to administer plans and policies. They also may research topics or items relevant to their collections. Although some duties of archivists and curators are similar, the types of items they deal with differ. Curators usually handle objects found in cultural, biological, or historical collections, such as sculptures, textiles, and paintings, while archivists mainly handle valuable records, documents, or objects that are retained because they originally accompanied and relate specifically to the document.

Archivists determine what portion of the vast amount of records maintained by various organizations, such as government agencies, corporations, or educational institutions, or by families and individuals, should be made part of permanent historical holdings, and which of these records should be put on exhibit. They maintain records in their original arrangement according to the creator's organizational scheme, and describe records to facilitate retrieval. Records may be saved on any medium, including paper, film, videotape, audiotape, electronic disk, or computer. They also may be copied onto some other format to protect the original, and to make them more accessible to researchers who use the records. As computers and various